



The LETTA Trust
Education Development Plan
2019~2024



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Introduction and Rationale

Our mission is to combat social inequality through excellent educational provision; to raise aspirations and make sure that all our learners keep on learning new things.

The LETTA Trust Education Development Plan outlines the way we will work together to ensure continued educational success for pupils in our schools. It is cyclical; we revisit five key priorities regularly over time. In this way we remain up to date with best practice and research. We focus on one priority for improvement as a group each academic year.

Each new priority is shaped in response to the school self-review carried out annually. So, school self-evaluation ties directly into plans for improvement.

In addition to the educational priority we work on in partnership across the Trust, each school has its own school improvement plan. This includes areas of focus specific to the individual context and needs of each school.

We updated this plan using feedback from staff, pupils, parents, governors and trustees. We discussed the plan at the summer term 2020 Local Governing Board meetings and approved it at the Trust Board meeting on 13th July 2020.



*"It matters not what someone is born,
but what they grow to be."*

J K Rowling



Vision, Values and Ethos

LETTA Trust schools are committed to working in partnership and learning from each other. Together we strive to give children the best chance of happiness and success at school and beyond; to growing active citizens with a strong moral compass who will make a positive difference in the world. Our vision is a promise to our pupils; our values determine how we work together.

Our vision

That every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion and respect
- Grows healthy and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school and inspired to make a positive difference in the world

Our values

- **Aspiration:** aiming high; broadening horizons; creating possibilities
- **Innovation:** taking risks; daring to be different; pioneering research; shaping the future; leading the way
- **Equality:** inclusive; excellence for all; celebrating diversity; all for one and one for all!
- **Generosity:** open doors; collaboration; challenge and support; community-minded; team spirit; Ubuntu

Ubuntu

Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

“Ubuntu does not mean that people should not enrich themselves. The question is: Are you going to do so in order to enable the community around you to be able to improve?” Nelson Mandela

“I am who I am because of who we all are.” Leymah Gbowe



Education Development Cycle 5-Year Overview

Year	Focus	Vision
2019~2020	Inclusivity No one is left behind	Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs
2020~2021	Curriculum What we learn	Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them
2021~2022	Pedagogy How we learn	Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life
2022~2023	English Accessing curriculum	Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes
2023~2024	Mathematics Problem solving	Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers



2019~2020 Inclusion 'No one is left behind'

Vision for inclusion

Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Equality is a LETTA Trust core value and both schools have the Inclusion Quality Mark. Bygrove is an IQM Flagship School
- Attendance is consistently well above national average and engagement in remote learning is 80%+
- Curriculum design and delivery enables disadvantaged pupils, pupils with SEND and EAL to achieve well against national benchmarks
- There are well established behaviour management policies in place and there have been no permanent or fixed term exclusions for a number of years
- Some staff members are trained specialists in inclusion strategies such as counselling, reading recovery and ELKLAN
- The school premises are well-equipped to support pupils with disabilities to fully access the curriculum

Objectives:

- 1.1. Involve everyone in the school community in evaluating inclusion; what we do well and what could be better
- 1.2. Find out what the experts say about best practice in inclusion
- 1.3. Give all staff members the opportunity to develop expertise in inclusive practice
- 1.4. Involve parents in supporting and developing inclusive practice
- 1.5. Provide a personalised curriculum offer for pupils with additional needs including playtime, lunchtime and extra-curricular activities
- 1.6. Develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils
- 1.7. Ensure a consistently high standard of pupil behaviour in lessons, in the playground and around school buildings
- 1.8. Leaders promote inclusive practice in schools and monitor the quality of inclusive practice, in particular its impact on pupil achievement
- 1.9. Ensure school premises are well-equipped and designed to support the inclusion of all pupils.



2020~2021 Curriculum 'The Substance of Education'

Vision for curriculum

Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Aspiration is a LETTA Trust core value and our staff teams have high expectations of pupils
- The curriculum design begins with a clear rationale
- There is planned progression of knowledge and skills for each subject area
- Subjects are grouped under themes to maximise the understanding of key concepts and vocabulary
- In addition, the curriculum offer includes:
 - Residential trips for all pupils in KS2 and a wide variety of day trips to support curriculum
 - Instrumental tuition for all pupils and performing arts
 - Before school, afterschool, Saturday and holidays clubs
 - Specialist teaching in sport, art and DT, music and performing arts

Objectives:

- 2.1. Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better
- 2.2. Find out what the experts say about best practice in curriculum design and redesign the LETTA curriculum
- 2.3. Give all staff members the opportunity to develop curriculum design and subject knowledge expertise
- 2.4. Involve parents in supporting their children across the curriculum at home and at school
- 2.5. Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up
- 2.6. Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement
- 2.7. Ensure school premises are well-equipped and designed to support curriculum delivery



2021~2022 Pedagogy 'How We Learn'

Vision for pedagogy

Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life.

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Principles

1. We recognise that there are a great number of pedagogies and that many of these will work
2. Depending on what the subject or learning outcome is, some pedagogies will work better than others
3. We want to do fewer things better, and so will focus on a small number of highly effective pedagogies
4. We will make the decision about which pedagogies to focus on based on the strength of their evidence base

Achievements so far:

- Pupils in LETTA schools achieve highly over time from low starting points
- Teachers shape lessons carefully so that pupils will know more and be able to do more over time
- Teachers use reading and research to remain up to date with learning theories
- Teachers visit lessons delivered by colleagues to help improve their practice
- Teachers take part in a large amount of high quality professional learning
- Teaching support staff are well-trained and highly skilled at delivering intervention for pupils

Objectives:

- 3.1. Involve everyone in the school community in evaluating the quality of teaching and learning; what we do well and what could be better
- 3.2. Find out what the experts say about pedagogy
- 3.3. Develop staff knowledge and understanding of:
 - learning theories & cognitive science; of how children learn
 - metacognition & self-regulation; of how children can take increasing responsibility for their learning
 - motivation; the importance of a willingness to engage our metacognitive and cognitive skills and apply them to learning
 - the role oracy plays in supporting all of these, and vice versa
- 3.4. Support parents in effectively supporting their children's learning at home
- 3.5. Provide personalised interventions to ensure pupils catch up and keep up
- 3.6. Develop the pedagogical expertise of the leadership and curriculum teams
- 3.7. Ensure school premises are well-equipped and designed to support learning, including IT



2022~2023 Reading and Writing 'Accessing the Curriculum'

Vision for reading and writing

Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve well in reading and writing from low starting points
- Pupils in LETTA schools achieve highly in grammar, punctuation and spelling
- The reading curriculum is carefully structured to allow pupils to gain fluency quickly
- Pupils are encouraged to read widely and often once they are fluent readers
- The curriculum design affords pupils the opportunity to write for a range of meaningful purposes in different subjects

Objectives:

- 4.1. Involve everyone in the school community in evaluating reading and writing; what we do well and what could be better
- 4.2. Find out what the experts say about learning how to read and write, including early reading
- 4.3. Give all staff members the opportunity to develop their knowledge and understanding of teaching reading and writing
- 4.4. Train parents in effectively supporting their children's reading and writing at home, including early reading
- 4.5. Provide reading and writing interventions to ensure pupils keep up and catch up, particularly early reading
- 4.6. Leaders monitor the quality of teaching of reading and writing and its impact on pupil achievement
- 4.7. Ensure schools are well resourced for reading and writing



2023~2024 Mathematics

Vision for mathematics

Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve highly in maths from low starting points
- The mathematics curriculum is carefully structured to allow pupils to gain fluency in core skills using a mastery approach and then apply those skills in a problem solving context
- All teachers are trained experts in maths mastery
- The LETTA Initial Teacher Training Programme includes a successful primary maths specialist and secondary maths route

Objectives:

- 5.1. Involve everyone in the school community in evaluating mathematics; what we do well and what could be better
- 5.2. Find out what the experts say about teaching mathematics
- 5.3. All children get what they need to make good progress
- 5.4. Give all staff members the opportunity to develop their knowledge and understanding of teaching mathematics, including subject knowledge
- 5.5. Ensure the whole school learning environment supports high quality maths learning
- 5.6. Leaders monitor the quality of teaching of maths and its impact on pupil achievement
- 5.7. Train parents in effectively supporting their children's maths at home



2023-2024 Annual Plan for Mathematics Priority

Objectives	Actions	When	Who
5.1 Involve everyone in the school community in evaluating mathematics; what we do well and what could be better	a) Collect and analyse feedback from teaching and teaching support staff	Key data collection points - baseline then end of each term	OW, CL, FD, JI, BS
	b) Collect and analyse feedback from school leaders		
	c) Collect and analyse feedback from pupils		
	d) Collect and analyse feedback from parents		
5.2 Find out what the experts say about teaching mathematics	a) Examine the evidence from EEF 'Improving Mathematics' documents, the NCETM 'Teaching for Mastery' and Mastering Number programme	Sum 23 - Oct 23	OW, AA & LTs
	b) Subject leads engage with Maths Hub programme and share knowledge		
	c) Teachers across the Trust identified to attend Maths Hub TRGs and to disseminate good practice across schools		
	d) Ensure teachers are clear on the variety of resources available with White Rose Maths, and how these can be used to support planning		
5.3 All children get what they need to make good progress	a) Evaluate current maths provision	July 23 - July 24	OW, CL, AA, LTs
	b) Evaluate current maths resources		
	c) purchase concrete maths resources that support our CPA approach across all year groups and build upon current provision		
	d) update and introduce a new assessment & tracking tool that is used effectively by staff to enable identification of gaps, ensuring lessons & interventions build on what children know and what they need to know		
	e) Establish key areas of learning that children need to be secure in before moving on to the next year group		
	f) Embed problem solving skills and strategies so that all children are given the opportunity to apply their maths learning		
	g) Continue to embed Mastering Number programme in EYFS & KS1, including links with home learning		
	h) Implement the Mastering Number programme in KS2		
	i) PKS ensures there is a clear transition between key stages, so that children are ready for the next stage of their learning (including into KS3)		



	j) Establish a secure understanding and application of adaptive teaching (interventions, within lessons) to ensure gaps in learning are identified and closed		
5.4 Give all staff members the opportunity to develop their knowledge and understanding of teaching mathematics, including subject knowledge	a) Establish a strong and consistent understanding of the teaching for mastery approach and pedagogies associated with it	July 23 - July 24	OW, AA, BS, SENDCOs
	b) Ensure staff are secure in the progression of knowledge and skills in mathematics		
	c) Establish a strong understanding of the CPA approach		
	d) Implement strategies that ensure children develop their fluency of key, identified maths skills / facts		
	e) Look into and implement an approach to teaching times tables		
	f) Establish a consistent and robust approach to planning maths units		
	g) Implement a calculation policy and ensure this is being followed across the Trust		
	h) Provide all staff with a strong understanding of early maths and how this can be applied across the school		
	i) To plan & implement an effective support staff training programme		
	j) ensure provision for children with SEND is meeting their needs and developing their understanding as mathematicians as they progress through the school		
5.5 Ensure the whole school learning environment supports high quality maths learning	a) Conduct a resource audit to see what resources schools already have	July 23 - May 24	OW, AA, LTs
	b) Create a budget for next academic year based on what schools are lacking with regards to resources		
	c) Find out where Mathematics is being used well and share with all members of staff		
	d) Support staff in ensuring the classroom learning environment (including maths displays and washing lines) is conducive to supporting learning		
	e) Look at ways the playground / outside areas could be used to support maths learning		
5.6 Leaders monitor the quality of teaching of maths and its impact on pupil achievement	a) Facilitate health checks across the Trust - monitor the strengths and weakness of maths teaching across the Trust	Sept 23 - July 24	OW, AA, JI, FD, EC
	b) Pupil Progress Meetings look at impact of maths provision on children, and identify which children need support in closing gaps		
	c) All leaders involved in evaluating maths provision within their phases		



	d) Moderation of maths learning across the Trust using assessment tools and exemplars		
5.7 Train parents in effectively supporting their children's maths at home	a) Analyse parent contributions from Have Your Say conferences	May 23 - July 24	OW, AA
	b) plan in parent workshops across the year, including who will be delivering them and the purpose for them		